

Wakulla 2026-2027 Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Holly Harden	holly.harden@wcsb.us	850-926-0065
Data Element	Amanda Hofheinz	amanda.hofheinz@wcsb.us	850-926-0065
Third Grade Promotion	Holly Harden	holly.harden@wcsb.us	850-926-0065
Multi-Tiered System of Supports	Amanda Hofheinz	amanda.hofheinz@wcsb.us	850-926-0065
Chief Academic Officer	Priscilla Colvin	priscilla.colvin@wcsb.us	850-926-0065

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2.a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	0.00	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Intervention teachers	145,810.60	2.0
Scientifically researched and evidence-based supplemental instructional materials	25,000.00	
Third grade summer reading camps	40,000.00	
Summer reading camps	0.00	
Secondary Expenses		
Literacy coaches	0.00	
Intervention teachers	132,288.54	2.0
Scientifically researched and evidence-based supplemental instructional materials	4,992.74	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	18,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0.00	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0.00	
Tutoring programs to accelerate literacy learning	0.00	
Family engagement activities	698.12	
Other – Please Describe. Add additional rows as needed.		
Estimated proportional share distributed to district charter	9,658.00	
Estimated Sum of Expenditures	376,448.00	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	3%	0%	93%	98%

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

Wakulla County Schools will improve literacy outcomes for VPK/PreK students by providing a program rich in exposure to foundational literacy skills. Analysis of student data indicates that the following are areas for improvement: phonemic awareness, phonics, structural analysis, and comprehension skills. Improvement in these areas will be a focus of the PreK PLC. Through collaborative lesson planning to analyze ongoing data, teachers will create individualized learning paths for students with an emphasis on these targeted skills as needed. Center materials and small group instruction will focus on supporting these targeted skills with students. Continued implementation of the core curriculum for PreK will be used during whole group instruction in each PreK classroom. Ongoing progress monitoring through STAR Early Literacy, World of Wonders assessments, and District PreK checklists will ensure these areas continue to be examined.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	8%	3%	77%	82%
1	14%	9%	71%	76%
2	19%	14%	57%	62%
3	14%	9%	65%	70%
4	15%	10%	62%	67%
5	11%	6%	66%	71%
6	10%	5%	72%	77%
7	11%	6%	67%	72%
8	11%	6%	68%	73%
9	13%	8%	68%	73%
10	10%	5%	70%	75%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST PM Data - 3 x year District Progress Monitoring Assessments - quarterly	FAST PM Data - 3 x year District Progress Monitoring Assessments - quarterly Classroom Performance through FOCUS (District SIS) - ongoing MTSS Process - ongoing
Actions for continuous support and improvement	Quarterly District Leadership team meetings to review	Monthly School/Grade/Class level data review to determine

	literacy data Quarterly Walkthroughs Support for PLCs	effectiveness of instruction Walkthroughs focused on Literacy Look Fors Ongoing participation in PLCs
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST PM Data - 3 x year	FAST PM Data - 3 x year Classroom Performance through FOCUS (District SIS) - ongoing MTSS Process - ongoing
Actions for continuous support and improvement	Quarterly District Leadership team meetings to review literacy data Quarterly Walkthroughs Support for PLCs	Monthly School/Grade/Class level data review to determine effectiveness of instruction Walkthroughs focused on Literacy Look Fors Ongoing participation in PLCs
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST PM Data - 3 x year	FAST PM Data - 3 x year Classroom Performance through FOCUS (District SIS) - ongoing MTSS Process - ongoing
Actions for continuous support and improvement	Quarterly District Leadership team meetings to review literacy data Quarterly Walkthroughs Support for PLCs	Monthly School/Grade/Class level data review to determine effectiveness of instruction Walkthroughs focused on Literacy Look Fors Ongoing participation in PLCs

2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

The CERP continues to emphasize the integration and application of Professional Learning Communities (PLCs) learning cycles into the data reflection process. The district will engage in ongoing data monitoring and analysis to evaluate the effectiveness of instructional strategies, interventions, and resources. Findings will be used to inform continuous improvement efforts, including the refinement and adjustment of practices to enhance student literacy growth.

Continuation of the following strategies to grow and support PLCs will occur:

- Establish protocols and explain rationale that will be consistently reiterated to participants.
- Gather and analyze data used to drive PLC learning cycles
- Evaluate the effectiveness of instructional strategies, interventions, and resources to improve student literacy
- Provide structure and guidance for PLC time through Learning Leaders
- Provide district and school-level support during PLC meetings
- Reflect on implementation of the PLC process quarterly

An instructional resource site will be created in an effort to help support teachers with initial and intervention instruction.

Based on the reflection tool and root-cause analysis, this year's PreK–12 CERP will continue integrating PLC learning cycles into data reflection processes to improve literacy instruction. Support from the State Regional Literacy Directors will be used to improve capacity of our teacher-learning leaders, literacy coaches, school-based administrators and the coaching approach. Support from Just Read Florida will be utilized as necessary to help meet our annual literacy instruction goals.

3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.

Grade level/department PLCs are held with teachers, School level Administrators, and Instructional Coaches in attendance to review data collected and discuss effective implementation. Faculty meetings will be held to communicate implementation goals and to provide professional learning on literacy topics. School-based data chats occur during PLCs at the classroom, grade/department, and school levels. Expectations are shared at faculty meetings, grade level meetings, and with individual teachers. Literacy walkthroughs occur regularly by school level administrators to monitor instruction and CERP goals.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Student progress is monitored using classroom performance, District Progress Monitoring Assessments, and progress monitoring screeners (FAST PM and STAR Early Literacy/Reading). Data is provided to School Level Administrators in an ongoing manner. School-level administrators monitor classroom progress through FOCUS, the district's student information system. Teachers provide scaffolded and differentiated instruction to support student learning. For students identified as having an academic gap, the MTSS team develops a plan designed for the learning need. The intervention instruction is monitored using weekly or bi-weekly data to determine the effectiveness of the instruction. The MTSS District Administrator holds district-wide meetings at the beginning of the school year to provide guidance on the MTSS process. School Level Administrators are responsible for implementing the MTSS process at their schools following district guidelines. Follow-up meetings are held by the MTSS District Administrator and School Level Administrators throughout the school year to monitor implementation.

C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

2. If no, please describe the evidence-based coach model the district is using.

NA

3. How is the district's literacy coach model communicated to principals?

Meetings are held between the Curriculum Director, Principals, and Instructional Coaches to discuss expectations and roles of coaches at each school at the beginning of every school year.

4. How does the district support literacy coaches throughout the school year?

Meetings are held monthly with instructional coaches and district administrators to discuss top priorities of the month. At these meetings concerns are addressed and action steps are created for the upcoming month. The district's Director of Curriculum and Instructional Relevance and Director of Assessment and Instructional Rigor meet with instructional coaches and school level administrators frequently throughout the year to review school level data, discuss priorities of coaches as they relate to district and school goals, and to provide support to coaches.

5. How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

Monthly instructional coach meetings allow time to analyze data, as well as time to plan and collaborate with the District Leadership team. These meetings also include activities such as goal setting, instructional planning, data analysis, coaching cycles, study group facilitation ideas, and planning for school level professional development based on specific needs.

6. How does the district monitor implementation of the literacy coach model?

Instructional coaches meet weekly with school-based administrators and monthly with the Director of Curriculum and Instructional Relevance to review coaching time and tasks. Additionally, quarterly and semester data reviews are conducted to monitor and adjust professional learning as needed.

7. How does the district measure the effectiveness of literacy coaches?

The effectiveness of literacy coaches is measured through improved literacy instruction. Coaches focus on coaching cycles, allowing for direct teacher support. Coaches and teachers set measurable goals throughout the coaching cycle. Additionally, coaches and school site administrators set measurable goals supporting improved literacy instruction within their school. These goals are analyzed and updated throughout the year. Ultimately, the effectiveness of literacy coaches is evident in increased student achievement.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, $6 + 4 + T1 + T2 + T3$, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers

to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.

- o **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

Wakulla's curriculum for Tiers 1, 2, and 3 reading instruction and intervention are evidence-based and developed using Science of Reading Foundational skills. The curriculum is presented to students in a systematic and explicit manner. The Director of Curriculum and Instructional Relevance, Director of Assessment and Instructional Rigor, ESE Director, Instructional Coaches, and School Level Administrators meet to discuss instruction in the six components of reading in all tiers. The direction of pacing guides, assessments, and Canvas access help school level administrators communicate the formal process of delivery of instruction. Walkthroughs, formal evaluations, and data chat meetings ensure instruction is being delivered with fidelity. The Director of Curriculum and Instructional Relevance, Director of Assessment and Instructional Rigor, Instructional Coaches, School Level Administrators, and teachers meet monthly to discuss formative assessment data. The data reviews are designed to guide instructional decisions including the differentiation of reading instruction within the classroom. The Director of ESE and the Director of Assessment and Instructional Rigor monitor the use of differentiated instruction for struggling readers through Response to Intervention and IEP goals and interventions. The Director of Curriculum works closely with teachers, instructional coaches, and School Level Administrators to ensure the ELA B.E.S.T. standards have been reviewed and emphasized school wide. The district deepens understanding of content areas by using Literary Period texts and Civics texts in K-12 classrooms. Summer professional learning occurs to build pacing guides to incorporate literacy instruction lessons into Canvas. Content area teachers are included in the Literacy Leadership Team meetings to plan and analyze student progress.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

The Florida Early Learning Standards are at the core of instruction in all PreK classrooms. The curriculum used is evidence-based, identifies a developmentally appropriate philosophy, includes curriculum frameworks aligned to the science of reading and addresses the developmentally appropriate cognitive, emotional, social, creative and physical growth and development of all children. Wakulla's PreK program uses their adopted curriculum, McGraw Hill's World of Wonders and administers STAR Early Literacy to monitor students' progress. All students enrolled in the district's PreK program participate in STAR Early Literacy assessments given three times a year. Additionally, PreK teachers use ongoing progress monitoring assessments to track student progress. Professional learning is ongoing throughout the year to support the development of instructional strategies and best practices in early learning to meet the needs of all learners. Wakulla County has reached out to public and private VPK programs to encourage attendance in PAEC VPK awareness training.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

McGraw Hill's World of Wonders builds a strong foundation for early literacy and provides developmentally appropriate instruction for early learners. This curriculum provides the support and structure children need for early reading, while building cross curricular knowledge, establishes classroom routines, and addresses the needs of all learners through differentiated instructional pathways.

The instructional materials used within Wakulla County's public school PreK program builds strong foundational skills for success in kindergarten with a focus on phonemic awareness, oral language, knowledge- building and listening comprehension. Additionally, the utilization of these instructional materials integrate science, social studies, and music within every unit. Differentiated instruction is incorporated into daily lessons with instructional activities and lessons for students on level, advanced, and those needing extra support. Accommodations and adaptations are available for English Language Learners and students with disabilities

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

VPK students identified as having a substantial deficiency in reading will receive intensive, explicit, systematic, and multisensory interventions in early literacy skills. Ongoing progress monitoring will occur on the student's specific reading deficiencies. Continued deficiencies in early literacy skills may warrant additional screening and evaluation. Students with a substantial deficiency in early literacy skills based on VPK progress monitoring results may qualify for New Worlds Reading to support reading at home.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment iReady Personalized Instruction in Reading	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment iReady Reading Inform	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment District Progress Monitoring Assessments	☒ VPK ☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment STAR Early Literacy	☐ VPK ☒ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

School wide data reviews occur at the beginning of each year and immediately following each progress monitoring period. The Multi-Tiered System of Supports (MTSS) team reviews data, including progress monitoring data (both state and district), grade distribution across courses, attendance, discipline referrals, and any other pertinent data. The purpose of this review is to identify broad areas of concern with Tier 1 instruction and/or to identify subgroups or individual students whose achievement may need attention. Additionally, throughout the year, if a student is not making adequate progress toward grade level mastery, a teacher or parent may request to meet with the MTSS team to review a student's progress. Through this data review process, the MTSS team will discuss students not making adequate progress with Tier 1 instruction and if needed, refer the student for possible Tier 2 interventions.

Immediate Intervention (Tier 2) instruction is provided to students to address learning gaps a student may have. Tier 2 instruction provides an additional layer of instruction to support a student's Core Instruction and targets specific skills/areas matched to a student's need. Students are provided multiple opportunities to practice skills with corrective feedback and frequent progress monitoring. Tier 2 interventions are

provided by classroom teachers using small group instruction. Tier 3 (Immediate Intensive Intervention) is designed for students with a substantial deficiency in reading and is taught by a reading-endorsed teacher in a very small group or one-to-one. Evidence-based programs and instructional strategies are used to deliver Tier 3 instruction.

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Indicators for Tier 2 interventions may include retention at a previous grade level, FAST PM score of below 49%/ Level 3, previous placement in the MTSS process, District Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Indicators for Tier 3 interventions will include retention at a previous grade level, FAST PM score of below 25%/Level 3, previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading. K-3 students identified with a substantial deficiency in reading must be provided Tier 3 interventions.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

School wide data reviews occur at the beginning of each year and immediately following each progress monitoring period. The Multi-Tiered System of Supports (MTSS) team reviews data, including progress monitoring data (both state and district), grade distribution across courses, attendance, discipline referrals, and any other pertinent data. The purpose of this review is to identify broad areas of concern with Tier 1 instruction and/or to identify subgroups or individual students whose achievement may need attention. Additionally, throughout the year, if a student is not making adequate progress toward grade level mastery, a teacher or parent may request to meet with the MTSS team to review a student's progress. Through this data review process, the MTSS team will discuss students not making adequate progress with Tier 1 instruction and if needed, refer the student for possible Tier 2 interventions.

Immediate Intervention (Tier 2) instruction is provided to students to address learning gaps a student may have. Tier 2 instruction provides an additional layer of instruction to support a student's Core Instruction and targets specific skills/areas matched to a student's need. Students are provided multiple opportunities to practice skills with corrective feedback and frequent progress monitoring. Tier 2 interventions are provided by classroom teachers using small group instruction. Tier 3 (Immediate Intensive Intervention) is designed for students with a substantial deficiency in reading and is taught by a reading endorsed teacher in a very small group. Evidence-based programs and instructional strategies are used to deliver Tier 3 instruction.

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Indicators for Tier 2 interventions may include, retention at a previous grade level, FAST PM score of below Level 3 (Grade 4-5), previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Indicators for Tier 3 interventions will include, retention at a previous grade level, FAST PM score of below Level 3 (Grade 4-5), previous placement in the MTSS process, District Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet

the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

The ongoing review of student data is an integral part of the MTSS process. One purpose of this review is to identify individual students whose achievement may need attention. Data review occurs quarterly at the school level and more frequently at the grade/classroom level. Through this data review process, the MTSS team will analyze data and discuss students not making adequate progress with Tier I instruction and if needed, refer the student for possible Tier 2 interventions.

Dyslexia is a specific learning disability in basic reading skills that can range from mild to severe. The primary characteristics of dyslexia include, but are not limited to, difficulties with accurate and fluent word recognition and spelling, difficulty with learning letters and their sounds, and confusion in the sequence of letters and sounds. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Students identified as having a substantial deficiency in reading, receiving Tier 3 interventions and continuing to struggle with the above-mentioned literacy skills despite the provision of additional high-quality, expert instruction using Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS), may be identified as having characteristics of dyslexia. These students may be referred for additional screening using one of the district's dyslexia screening tools.

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

Wakulla County School District is required to conduct additional screening for any student identified as having characteristics of dyslexia through the coordinated screening and progress monitoring system (Rule 6A-6.053(6), F.A.C.) For those students meeting the above criteria, additional screening will be provided using one of two screening tools:

- Renaissance STAR CAT/STAR CBM

STAR Computer Adaptive Test can be used between FAST PM windows to provide norm referenced information regarding specific areas in reading. STAR Curriculum-Based Measurements are administered one-on-one. They are targeted assessments to give a single measure focus on the building blocks of reading.

- Curriculum Associates iReady

iReady Inform is provided to give a comprehensive picture of a student's reading performance iReady Screening Tasks are individually administered to provide additional insights into a student's strength and areas of need.

Immediately following identification, students with characteristics of dyslexia must be provided dyslexia-specific interventions, such as structured literacy approaches, that are intensive, explicit, systematic, and multisensory, in accordance with s. 1008.25(5)(a), F.S.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Tier 1 curriculum is monitored through data from FAST progress monitoring assessments, District/Class Progress Monitoring Assessments, Reading/ELA grades and iReady reports which are aligned to BEST ELA Standards indicating performance changes in students. To improve effectiveness of Tier 1 instruction, data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricular/instructional needs. District Data Review Meetings, School Literacy Leadership teams, and PLCs provide opportunities to examine curricular strengths and weaknesses.

The effectiveness of Tier 1 instruction is being monitored by

- Walkthroughs by Administrators
- School/grade level PLCs
- District pacing guides and calendars
- Reading/ELA grades of 70% or higher
- District Progress Monitoring Assessments

Procedures in place to identify and solve problems in Tier 1 instruction include:

- District monitoring of data
- MTSS meetings
- Professional learning opportunities provided through instructional coaches, learning leaders, PLC cycles focused on instructional improvement
- Targeted small group instruction to occur at student point of need. If a student fails to meet growth benchmark(s), one of the following will occur:
 - Additional diagnosis with aligned instruction
 - More frequent progress monitoring with aligned instruction
 - Creation of a Tier 1 plan with parent contact, which outlines specific classroom differentiation, support and expected growth targets

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

The progress of students receiving Tier 2 interventions is reviewed at least quarterly by the MTSS team. If the student's performance does not improve at an acceptable rate, the intervention is modified. This process recycles as often as needed or the MTSS team decides to increase the intervention to Tier 3. The school level Intervention Support Team meets every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Panorama, a system that offers a comprehensible, actionable view of every student, records the progress of student receiving

intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional learning on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and districtwide Professional Learning days.

The progress of students receiving Tier 3 interventions is reviewed frequently, occurring every 4-6 weeks. The MTSS team reviews ongoing progress monitoring data associated with the intervention to determine the intervention's effectiveness. The ongoing review of performance in the area of concern allows the MTSS team to consider if the progress is enough to "close the gap" or if it is time to consider convening a Child Study Team (CST) review.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

If the student has not been retained, is not in the MTSS process, scores above the 50th percentile on FAST PM3 (Florida's statewide progress monitoring assessment) in grades K-2 or at or above Level 3 on FAST PM3 in grades 3-5, has an average of 70% or above on District Progress Monitoring Assessments, scores at or above a 60% on grade level work in the areas of phonemic awareness, phonics, and/or word study skills, and overall progress in core ELA skills is satisfactory.

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

FAST ELA score of a Level 3 or higher, district progress monitoring assessments and/or Reading/ELA grades designating mastery of grade level benchmarks indicate 80% of students meet proficiency of benchmarks.

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
McGraw Hill Wonders	2023

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Performance Criteria that prompts the addition of Tier 2 interventions will include:

- Scoring below the 50th percentile and/or Level 3 on FAST Progress Monitoring Assessments and/or
- Lack of progress towards grade level benchmarks as indicated by
 - Average of below 70% on District Progress Monitoring Assessments

- Scoring less than 60% on grade level phonemic awareness, phonics, and/or word study skill expectations and/or
- Progress in core ELA instruction is minimal as indicated by rate of growth and/or performance level towards end of year expectations.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include, retention at a previous grade level and/or, FAST PM3 score of below 50th percentile (K-2) or below Level 3 (3-5) and/or, previous placement in the MTSS process and/or, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal as indicated by rate of growth or performance level towards end of year expectations, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Number of times per week interventions are provided:

Small group instruction provided 2-3 times per week

Number of minutes per intervention session:

15-20 minutes per intervention session with no less than 45 minutes weekly

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Moderate	
Curriculum Associates: Magnetic Reading Foundations	Moderate	
Collaborative Classroom: Being A Reader		Being A Reader does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Foundational Skills to Support Reading for Understanding in Kdg-3rd grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts and 17 write/recognize words, Strong Evidence; Recommendation 4: Ensure student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by systematically building knowledge and support through instructional focus of each

		unit. Each unit consists of activities for phonological awareness, high frequency word review, spelling-sound and guided spelling, vocabulary and comprehension instruction, in both whole group and small group. For example, Week 1 focuses on blending/segmenting cvc words with <i>s, n, a</i>; identifying the first sound, consonant sounds /s/ and/n/, high frequency words, <i>he</i> and <i>she</i>; vocabulary words <i>stomp</i> and <i>wonder</i>, and comprehension with connected text <i>We Can Read</i> and <i>Make New Friends</i>. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
Voyager Sopris: REWARDS		REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Improving Adolescent Literacy Recommendation 2: Provide direct and explicit comprehension strategy instruction Recommendation, Strong Evidence; 3: Provide opportunities for extended discussion of text meaning and Interpretation, Moderate Evidence. Providing Reading Interventions for Students in Grades 4-9 Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence. These recommendations were built into the program by systematically building a series of pre-skill lessons followed by several strategy lessons which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. For example, Lesson 1 contains the following activities: Activity A: Oral blending word parts into words; Activity B: Vowel Combinations <i>ar</i> and <i>or</i>; Activity C-E: reading parts of words and underlining vowels; Activity G-H; identifying affixes; Activity I: vocabulary instruction; Activity J: Spelling Dictation; accompanying passage fluency and comprehension. The district will support and

		monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
University of Florida: UFLI Foundations	State Approved Intervention	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Learning Language and Literacy	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Multisensory instruction includes strategies for integrating visual, auditory, and kinesthetic tactile learning pathways that help students connect and remember their learning. The following Tier 2 programs provide teachers with enhanced routines that include multisensory strategies: • SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) Intensive Multisensory Instruction Handbook The handbook provides enhanced teacher guidance for each instructional routine, as well as additional multisensory strategies for integrating visual, auditory, and kinesthetic-tactile learning pathways. Multisensory strategies include opportunities to include the use of concrete visuals such as chips or tiles. Hand motions are suggested to support phonemic awareness and phonics instruction while also orally producing sounds. The use of writing or matching letters and interactive digital teaching tools help to support multisensory learning.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: The school level Intervention Support Team meets every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Panorama, a system that offers a comprehensible, actionable view of every student, records the progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress. Performance criteria that is considered in the identification of a substantial deficiency in reading include reviewing multiple data points such as • Lack of growth and/or decrease in score on FAST PM assessments in comparison to end of year expectations (at or above the 50th percentile or Level 3) and/or • Lack of progress in Tier 2 interventions (rate of progress is not sufficiently closing the gap) and/or • Continued scores below 70% on District/Class Progress Monitoring Assessments		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		

Students who meet the following criteria at the beginning of the school year:

No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include retention at a previous grade level, FAST PM 3 score of below 25th percentile (K-2) or below Level 3 (3-5), previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Pursuant to [Rule 6A-6.053, F.A.C.](#), any student in grades K-3 who scores Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system (FAST) is identified with a substantial reading deficiency and must receive Tier 3 interventions in addition to Tier 2 interventions.

In addition, any student in grades K-3 are identified with a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained.

Number of times per week interventions are provided:

Small group or 1:1 direct instruction provided 5 times a week

Number of minutes per intervention session:

20-30 minutes per session with no less than 100 minutes of instruction outside of the core instruction block.

Intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
QuickReads	Strong	
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Moderate	
Heggerty: Bridge the Gap		Heggerty Bridge the Gap does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Foundational Skills to Support Reading for Understanding in Kdg-3rd grade Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words, Strong Evidence; Recommendation 4: Ensure student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn

		to apply each skill with automaticity and confidence. Each lesson contains three parts that increase in level of difficulty: Part 1: Phoneme Isolation: initial, final, and medial phonemes; Part 2: blending and segmenting phonemes; Part 3: phoneme manipulation: adding, deleting, and substituting phonemes. Additionally, targeted word lists, phrases, sentences and stories focused on specific phonics patterns offer further application in decoding. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
University of Florida: UFLI Foundations	State Approved Intervention	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Learning Language and Literacy-Teacher Led Small Group Lessons	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Multisensory instruction includes strategies for integrating visual, auditory, and kinesthetic tactile learning pathways that help students connect and remember their learning. The following Tier 3 programs provide teachers with enhanced routines that include multisensory strategies: • SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) Intensive Multisensory Instruction Handbook Multisensory strategies include opportunities to include the use of concrete visuals such as chips or tiles. Hand motions are suggested to support phonemic awareness and phonics instruction while also orally producing sounds. The use of writing or matching letters and interactive digital teaching tools help to support multisensory learning. • Heggerty Bridge the Gap Multisensory strategies include opportunities to include the use of concrete visuals such as chips or tiles. Hand motions are suggested to support phonemic awareness and phonics instruction while also orally producing sounds. The use of writing or matching letters and interactive digital teaching tools help to support multisensory learning.		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: Third Grade Summer Reading Camp is scheduled for approximately 5-6 weeks, usually beginning in June and ending in July. The exact dates are determined by several factors: End date of current school year Beginning date of upcoming school year State released testing window dates for Summer FAST ELA for 3rd grade
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Summer Reading Camp will utilize the following evidence-based instructional materials: 1. SIPPS Multisensory kits to support foundations skill instruction following Recommendation 2 and 3 from the IES Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide (Evidence for ESSA - Strong) 2. Curriculum Associates Ready/iReady curriculum to support standards-based instruction that includes word study (phonemic awareness and phonics), sight words, connected reading and strategies for building vocabulary and comprehension. (Evidence for ESSA -moderate) 3. REWARDS uses a specialized program with explicit, systematic, teacher-led instruction focused on reading multisyllabic words and comprehending content-area text. REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: IES Improving Adolescent Literacy Recommendation 2: Provide direct and explicit comprehension strategy instruction, Strong Evidence; Recommendation 3: Provide opportunities for extended discussion of text meaning and Interpretation, Moderate Evidence. Providing Reading Interventions for Students in Grades 4-9 Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence. These recommendations were built into the program by systematically building a series of pre-skill lessons followed by several strategy lessons which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

4. Renaissance STAR Reading provides a comprehensive assessment to guide literacy growth for struggling readers. STAR Reading has been approved as an alternate assessment by Just Read Florida! And meet the criteria found in Rule 6A-1.094221, F. A. C.

5. McGraw Hill Wonders Tier 2 Intervention materials focused on comprehension, vocabulary, fluency, and phonics/word study to support strategic intervention instruction on key skills within each of the domains. These lessons provide explicit, sequential, and systematic needs-based instruction on standards taught in the target grade that have not been mastered by students. Wonders is a state-adopted instructional material for ELA. It does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: WWC Practice Guides: Foundational Skills to Support Reading; Improving Adolescent Literacy; Assisting Students Struggling with Reading; Providing Reading Interventions for Students;

- Differentiated small and whole group instruction, Promising Evidence;
- Daily multisensory instruction in phonemic and phonological awareness; phonics; decoding; Strong Evidence;
- Teach students how to use reading comprehension strategies, Promising Evidence

Alternative Assessment Used:
Renaissance STAR Reading
Curriculum Associates iReady Inform

Additional Information (optional):

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☒ Yes ☐ No
If yes, please describe the grade level(s) that will be invited to participate. If funding is available, we will offer summer reading camp for students in grades 1-2 with a substantial reading deficiency.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment iReady Personalized Instruction in Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment iReady Inform	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment Read180/System 44	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment District Progress Monitoring Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment STAR Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

School wide data reviews occur at the beginning of each year and immediately following each progress monitoring period. The Multi-Tiered System of Supports (MTSS) team reviews data, including progress monitoring data (both state and district), grade distribution across courses, attendance, discipline referrals, and any other pertinent data. The purpose of this review is to identify broad areas of concern with Tier 1 instruction and/or to identify subgroups or individual students whose achievement may need attention. Additionally, throughout the year, if a student is not making adequate progress toward grade level mastery, a teacher or parent may request to meet with the MTSS team to review a student's progress. Through this data review process, the MTSS team will discuss students not making adequate progress with Tier I instruction and if needed, refer the student for possible Tier 2 interventions.

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Performance Criteria that prompts the addition of Tier 2 interventions will include: scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments; lack of progress towards grade level benchmarks as indicated by an average of below 70% on District/Class Progress Monitoring Assessments; progress in core ELA instruction is minimal.

Indicators that a student is in need of Tier 3 interventions will include, retention at a previous grade level, FAST PM 3 score of below Level 3, STAR Reading score below 25th percentile, previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

Tier 1 curriculum is monitored through data from FAST progress monitoring assessments, District/Class Progress Monitoring Assessments, and Reading/ELA grades which are aligned to BEST ELA Standards indicating performance changes in students.

Data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricular/instructional needs. District Data Review Meetings, School Literacy Leadership teams, and PLCs provide opportunities to examine curricular strengths and weaknesses.

The effectiveness of Tier 1 instruction is being monitored by

- Walkthroughs by Administrators
- School/grade level PLCs
- District pacing guides and calendars
- Reading/ELA grades of 70% or higher
- District Progress Monitoring Assessments

Procedures in place to identify and solve problems in Tier 1 instruction include:

- District monitoring of data
- MTSS meetings
- Professional learning opportunities provided through instructional coaches, learning leaders, PLC cycles focused on instructional improvement
- Targeted small group instruction to occur at student point of need. If a student fails to meet growth benchmark(s), one of the following will occur:
 - Additional diagnosis with aligned instruction

- o More frequent progress monitoring with aligned instruction
- o Creation of a Tier 1 plan with parent contact, which outlines specific classroom differentiation, support and expected growth targets

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

The school level Intervention Support Team meets every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Panorama, a system that offers a comprehensible, actionable view of every student, records the progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress. If the student's performance does not improve at an acceptable rate, the intervention is modified. This process recycles as often as needed or the MTSS team decides to increase the intervention to Tier 3.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks, and Intervention support team meetings. Professional learning on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district-wide Professional Learning days.

The progress of students receiving Tier 3 interventions is reviewed frequently, occurring every 4-6 weeks. The MTSS team reviews ongoing progress monitoring data associated with the intervention to determine the intervention's effectiveness. Panorama, a system that offers a comprehensible, actionable view of every student, records the progress of student receiving intervention; progress monitoring plans and data are reviewed at the Intervention Support Team meetings to determine student progress. The ongoing review of performance in the area of concern allows the MTSS team to consider if the progress is enough to "close the gap" or if it is time to consider convening a Child Study Team (CST) review.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: If the student has not been retained, is not in the MTSS process, scores at or above a Level 3 on FAST PM3 (Florida's statewide progress monitoring assessment), has an average of 70% or above on District Progress Monitoring Assessments, scores at or above a 60% on grade level work in the areas of reading and overall progress in core ELA skills is satisfactory.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST ELA score of a Level 3 or higher, district progress monitoring assessments and/or Reading/ELA grades designating mastery of grade level benchmarks indicate 80% of students meet proficiency of benchmarks.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas myPerspectives	2023

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Performance Criteria that prompts the addition of Tier 2 interventions will include:

- Scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments and/or
- Lack of progress towards grade level benchmarks as indicated by and an Average of below 70% on District Progress Monitoring Assessments/Class Progress Monitoring assessments and/or
- Progress in core ELA instruction is minimal as indicated by rate of growth and/or performance level towards end of year expectations

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include, retention in previous grade and/or, previous placement in the MTSS process and/or, STAR Reading score of below 39% and/or, Level 1 or Level 2 on FAST ELA PM 3 assessment, and/or the student is being considered for retention in current school year.		
Number of times per week interventions are provided: Small group instruction provided 2-3 times per week		
Number of minutes per intervention session: 15-20 minutes per intervention session with no less than 45 minutes weekly		
Course(s) where interventions take place: Specific interventions are provided during the Intensive Reading course. Additional support is continued during a student's ELA course.		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Savvas: myPerspectives Interventions		Savvas myPerspectives Interventions does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendation 1: Provide explicit vocabulary instruction, Strong Evidence; Recommendation 2: Provide direct and explicit comprehension strategy instruction, Strong Evidence; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, Moderate Evidence. The myPerspectives program focuses on using oral reading and comprehension instructional techniques and strategies directly impacting students' reading proficiency supporting recommendations 1 and 2. Teaching with Complex Texts, supports recommendations 2 and 3 through its collections of anchor texts that

		serve as a model of rigor and complexity, bearing the multiple readings that are characteristic of a close-reading protocol with opportunities for direct and explicit instruction and for discussion, making connections and interpretation through writing. Instruction is provided in Tier 1 classrooms to all students with scaffolds and differentiation as needed. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
Voyager Sopris: REWARDS		REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Improving Adolescent Literacy Recommendation 2: Provide direct and explicit comprehension strategy instruction, Strong Evidence; Recommendation 3: Provide opportunities for extended discussion of text meaning and Interpretation, Moderate Evidence. Providing Reading Interventions for Students in Grades 4-9 Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence. These recommendations were built into the program by systematically building a series of pre-skill lessons followed by several strategy lessons which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. For example, Lesson 1 contains the following activities: Activity A: Oral blending word parts into words; Activity B: Vowel Combinations <i>ar</i> and <i>or</i>; Activity C-E: reading parts of words and underlining vowels; Activity G-H; identifying affixes; Activity I: vocabulary instruction; Activity J: Spelling Dictation; accompanying passage fluency and comprehension. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including

		modeled use of the program for professional learning.
Curriculum Associates: iReady Personalized Path	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SIPPS Plus (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Moderate	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Mango Languages		Mango Languages does not meet strong, moderate, or promising levels of evidence; however, this program is supported by the WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, Strong Evidence; Recommendation 2: Integrate oral and written English language instruction into content area teaching, Strong Evidence; Recommendation 3: Provide regular, structured opportunities to develop written language skills, Strong Evidence. These recommendations were built into the program by systematically building a series of lessons that puts new knowledge into context, boosts understanding of language structure, and practices previous learning. Each lesson provides a mix of listening and reading activities that include new vocabulary, grammatical structure, and pronunciation practice. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Identification of substantial deficiency in reading with multiple data points such as - Lack of growth and/or decrease in score on FAST PM assessments in comparison to end of year expectations (at or above a Level 3) and/or - Lack of progress in Tier 2 interventions (rate of progress is not sufficiently closing the gap) and/or		

- Continued scores below 70% on District/Class Progress Monitoring Assessments

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include, retention at a previous grade level and/or, FAST PM 3 score of below Level 3 and/or, STAR Reading score below 25th percentile and/or, previous placement in the MTSS process and/or, District/Class Progress Monitoring Assessment averages below 70% and/or, progress in core ELA/Reading is minimal and/or, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Number of times per week interventions are provided:

Small group or 1:1 direct instruction provided 5 times a week

Number of minutes per intervention session:

20-30 minutes per session with no less than 100 minutes of instruction outside of the core instruction block.

Course(s) where interventions take place:

Specific interventions are provided during the Intensive Reading course. Additional support is continued during a student's ELA course.

Intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read180	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
SIPPS Plus (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Moderate	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Mango Languages-Teacher Led Small Group Lessons		Mango Languages does not meet strong, moderate, or promising levels of evidence; however, this program is supported by the WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, Strong Evidence; Recommendation 2: Integrate oral and written English language instruction into content area teaching, Strong Evidence; Recommendation 3: Provide regular,

		structured opportunities to develop written language skills, Strong Evidence. These recommendations were built into the program by systematically building a series of lessons that puts new knowledge into context, boosts understanding of language structure, and practices previous learning. Each lesson provides a mix of listening and reading activities that include new vocabulary, grammatical structure, and pronunciation practice. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
--	--	---

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment District/Class Progress Monitoring	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☒ Annually ☒ As Needed ☐ Other
Other District Assessment STAR Reading	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☒ Quarterly ☐ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Select Students	☒ Vocabulary ☒ Comprehension		☐ Annually ☒ As Needed ☐ Other
Other District Assessment STAR Early Literacy	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

School wide data reviews occur at the beginning of each year and immediately following each progress monitoring period. The Multi-Tiered System of Supports (MTSS) team reviews data, including progress monitoring data (both state and district), grade distribution across courses, attendance, discipline referrals, and any other pertinent data. The purpose of this review is to identify broad areas of concern with Tier 1 instruction and/or to identify subgroups or individual students whose achievement may need attention. Additionally, throughout the year, if a student is not making adequate progress toward grade level mastery, a teacher or parent may request to meet with the MTSS team to review a student's progress. Through this data review process, the MTSS team will discuss students not making adequate progress with Tier I instruction and if needed, refer the student for possible Tier 2 interventions.

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Performance Criteria that prompts the addition of Tier 2 interventions will include: scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments; lack of progress towards grade-level benchmarks as indicated by an average of below 70% on District/Class Progress Monitoring Assessments; progress in core ELA instruction is minimal.

Indicators that a student is in need of Tier 3 interventions will include, retention at a previous grade level, FAST PM 3 score of below Level 3, STAR Reading score below 25th percentile, previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Tier 1 curriculum is monitored through data from FAST progress monitoring assessments, District/Class Progress Monitoring Assessments, and Reading/ELA grades which are aligned to BEST ELA Standards indicating performance changes in students.

Data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricular/instructional needs. District Data Review Meetings, School Literacy Leadership teams, and PLCs provide opportunities to examine curricular

strengths and weaknesses.

The effectiveness of Tier 1 instruction is being monitored by

- Walkthroughs by Administrators
- School/grade level PLCs
- District pacing guides and calendars
- Reading/ELA grades of 70% or higher

Procedures in place to identify and solve problems in Tier 1 instruction include:

- District monitoring of data
- MTSS meetings
- Professional learning opportunities provided through instructional coaches, learning leaders, PLC cycles focused on instructional improvement
- Targeted small group instruction to occur at student point of need. If a student fails to meet growth benchmark(s), one of the following will occur:
 - Additional diagnosis with aligned instruction
 - More frequent progress monitoring with aligned instruction
 - Creation of a Tier 1 plan with parent contact, which outlines specific classroom differentiation, support and expected growth targets

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

The progress of students receiving Tier 2 interventions is by the MTSS team. The school level Intervention Support Team meets every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Panorama, a system that offers a comprehensible, actionable view of every student, records the progress of students receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress. If the student's performance does not improve at an acceptable rate, the intervention is modified. This process recycles as often as needed or the MTSS team decides to increase the intervention to Tier 3.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks, and Intervention support team meetings. Professional learning on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district-wide Professional Learning days.

The progress of students receiving Tier 3 interventions is reviewed frequently, occurring every 4-6 weeks depending on student need, to determine individual student intervention to close academic gaps. The MTSS team reviews ongoing progress monitoring data associated with the intervention to determine the intervention's effectiveness. Panorama, a system that offers a comprehensible, actionable view of every student, records the progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress. The ongoing review of performance in the area of concern allows the MTSS team to consider if the progress is enough to "close the gap" or if it is time to consider convening a Child Study Team (CST) review.

Grades 9-12 Decision Tree		
Tier 1 (Core) Only		
Beginning of Year Data		
Students must meet the following criteria at the beginning of the school year: If the student has not been retained, is not in the MTSS process, scores at or above a Level 3 on FAST PM3 (Florida's statewide progress monitoring assessment), has an average of 70% or above on District Progress Monitoring Assessments, scores at or above a 60% on grade level work in the areas of reading and overall progress in core ELA skills is satisfactory.		
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST ELA PM3 score of a Level 3 or higher, district progress monitoring assessments and/or Reading/ELA grades designating mastery of grade level benchmarks indicate 80% of students meet proficiency of benchmarks.		
Core Instruction		
Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
Savvas: myPerspectives	2023	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Performance Criteria that prompts the addition of Tier 2 interventions will include: • Scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments and/or • Lack of progress towards grade level benchmarks as indicated by and an Average of below 70% on District Progress Monitoring Assessments/Class Progress Monitoring assessments and/or • Progress in core ELA instruction is minimal as indicated by rate of growth and/or performance level towards end of year expectations.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include, retention in previous grade and/or, previous placement in the MTSS process and/or, STAR Reading score of below 39% and/or, Level 1 or Level 2 on FAST ELA PM 3 assessment, and/or the student is being considered for retention in current school year.		
Number of times per week interventions are provided: Small group instruction provided 2-3 times per week		
Number of minutes per intervention session: 15-20 minutes per intervention session with no less than 45 minutes weekly		
Course(s) where interventions take place: Specific interventions are provided during the Intensive Reading course. Additional support is continued during a student's ELA course.		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Savvas myPerspectives Interventions		Savvas myPerspectives Interventions does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program:

		WWC Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendation 1: Provide explicit vocabulary instruction, Strong Evidence; Recommendation 2: Provide direct and explicit comprehension strategy instruction, Strong Evidence; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, Moderate Evidence. The myPerspectives program focuses on using oral reading and comprehension instructional techniques and strategies directly impacting students' reading proficiency supporting recommendations 1 and 2. Teaching with Complex Texts, supports recommendations 2 and 3 through its collections of anchor texts that serve as a model of rigor and complexity, bearing the multiple readings that are characteristic of a close-reading protocol with opportunities for direct and explicit instruction and for discussion, making connections and interpretation through writing. Instruction is provided in Tier 1 classrooms to all students with scaffolds and differentiation as needed. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
Voyager Sopris: REWARDS		REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Improving Adolescent Literacy Recommendation 2: Provide direct and explicit comprehension strategy instruction, Strong Evidence; Recommendation 3: Provide opportunities for extended discussion of text meaning and Interpretation, Moderate Evidence. Providing Reading Interventions for Students in Grades 4-9 Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence. These recommendations were built

		into the program by systematically building a series of pre-skill lessons followed by several strategy lessons which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. For example, Lesson 1 contains the following activities: Activity A: Oral blending word parts into words; Activity B: Vowel Combinations <i>ar</i> and <i>or</i>; Activity C-E: reading parts of words and underlining vowels; Activity G-H; identifying affixes; Activity I: vocabulary instruction; Activity J: Spelling Dictation; accompanying passage fluency and comprehension. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SIPPS Plus (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Moderate	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Mango Languages		Mango Languages does not meet strong, moderate, or promising levels of evidence; however, this program is supported by the WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, Strong Evidence; Recommendation 2: Integrate oral and written English language instruction into content area teaching, Strong Evidence; Recommendation 3: Provide regular, structured opportunities to develop written language skills, Strong Evidence. These recommendations were built into the program by systematically building a series of lessons that puts new knowledge into context, boosts understanding of language structure, and

		practices previous learning. Each lesson provides a mix of listening and reading activities that include new vocabulary, grammatical structure, and pronunciation practice. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Identification of substantial deficiency in reading with multiple data points such as • Lack of growth and/or decrease in score on FAST PM assessments in comparison to end of year expectations (at or above a Level 3) and/or • Lack of progress in Tier 2 interventions (rate of progress is not sufficiently closing the gap) and/or • Continued scores below 70% on District/Class Progress Monitoring Assessments		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include, retention at a previous grade level and/or, FAST PM 3 score of below Level 3 and/or, STAR Reading score below 25th percentile and/or, previous placement in the MTSS process and/or, District/Class Progress Monitoring Assessment averages below 70% and/or, progress in core ELA/Reading is minimal and/or, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.		
Number of times per week interventions are provided: Small group or 1:1 direct instruction provided 5 times a week Number of minutes per intervention session: 20-30 minutes per session with no less than 100 minutes of instruction outside of the core instruction block Course(s) where interventions take place: Specific interventions are provided during the Intensive Reading course. Additional support is continued during a student's ELA course. Intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Perfection Learning Intensive Reading I-IV	State approved resource for Intensive Reading I-IV	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SIPPS Plus (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Moderate	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Mango Languages-Teacher Led Small Group Lessons		Mango Languages does not meet strong, moderate, or promising levels of evidence; however, this program is supported by the WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, Strong Evidence; Recommendation 2: Integrate oral and written English language

		instruction into content area teaching, Strong Evidence; Recommendation 3: Provide regular, structured opportunities to develop written language skills, Strong Evidence. These recommendations were built into the program by systematically building a series of lessons that puts new knowledge into context, boosts understanding of language structure, and practices previous learning. Each lesson provides a mix of listening and reading activities that include new vocabulary, grammatical structure, and pronunciation practice. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
--	--	---

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
FDLRS: Professional Learning Alternatives	PreK-12 teachers	FDLRS provides teachers with a multitude of courses focused on instructional strategies in reading that support the Science of Reading. Some of these courses include: Reading Difficulties, Disabilities and Dyslexia; Science of Reading: An Introduction; and Structured Literacy through a Multi-Sensory Approach.
University of Florida Lastinger Learning Center	PreK-12 teachers and paraprofessionals	UF provides educators an online pathway to earn the Reading Endorsement through the Literacy Matrix. Additionally, teachers and

		paras are able to earn their micro credential through Lastinger courses.
Florida Center for Reading Research Reading Foundations and Evidence-Based Instructional Practice Pathway	PreK-12 teachers	Wakulla County Schools will provide participants and opportunity to complete all five reading endorsement competencies through in-person trainings held within the district.
PAEC Courses	PreK-12 teachers	Courses through PAEC focus on the Science of Reading and the 6 areas of reading. These courses include instructional strategies that are multisensory and taught in an explicit and systematic way.
District Program-Based Training	PreK-12 teachers	Ongoing training for district-based programs (SIPPS, Heggerty, Curriculum Associates, REWARDS, Read180, Perfection Learning) are embedded within the school calendar through inservice days.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. Current pathways available to earn the Reading Endorsement include the Florida Center for Reading Research Reading Foundations and Evidence-Based Instructional Practices Pathway. This pathway requires participants to complete all five reading endorsement competencies, delivered by a certified Literacy Cadre Trainer through in-person trainings and/or synchronous virtual meetings. Additionally, the University of Florida Lastinger Center Literacy Matrix provides educators an online pathway to earn the Reading Endorsements. Educators are given the opportunity to apply research-based strategies for each competency with customized learning pathways to fulfill individual needs. Courses are asynchronous and facilitated by a navigator with expertise in reading instruction.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. To enhance teacher effectiveness through targeted professional learning, teachers and administrators analyze student performance data to identify specific areas where teachers need support. Professional development sessions are tailored to address the identified needs of individual teachers or groups. Professional Learning Communities (PLCs) offer collaboration where teachers can share strategies and outcomes based on data. Individual professional learning plans are regularly adjusted based on continuous progress monitoring results.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. The identification of mentor teachers and the establishment of model classrooms occur at schools throughout the district. These serve as opportunities for new and growing teachers to strengthen instructional strategies, learn literacy techniques, and deepen content knowledge.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. Principals ensure time is provided for teachers to meet weekly for professional learning at their schools through PLCs. Monthly meetings with district staff and school level administrators are held to discuss data and professional learning needs and requirements. Information is shared by the Curriculum Director. A Professional Learning Calendar will be posted on the district website. Support for professional learning will		

be provided by the Director of Curriculum and the Instructional Services Department. After professional learning requirements are communicated, the Director of Curriculum will enable principals to select professional learning based on the schools' needs and work with principals to ensure the professional learning is job-embedded and supported with necessary resources. Additionally, documentation of required professional learning will be shared with principals through email and kept by the Director of Curriculum for reference.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
Florida Tutoring Advantage	K-12	Through district-based tutoring, online virtual tutoring and automated learning support software, this program is designed to improve K-5 student outcomes in literacy and support 6-12 students through AI-enhanced support with Khanmigo and Khan Academy.

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

Wakulla County Schools provides multiple opportunities to support students who have substantial deficiencies in reading. Parents of students identified with a deficiency are initially notified within 45 days of the results of the coordinated screening and progress monitoring system via FOCUS, our student information system. Students identified with a substantial deficiency in reading receive interventions that include a school-to-home component that embeds frequent contact with families. The Read-At-Home plan includes information regarding the developmental reading process and suggestions for family members to promote literacy activities at home. Additionally, the read-at-home plan includes information and resources connected to the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Read-At-Home plans are given to parents during our Response to Intervention meetings and are also easily accessible through our district website (<https://www.wakullaschooldistrict.org/page/parent-resources>).

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The New Worlds Reading Initiative is a free Florida literacy program for PreK-5 students currently reading below grade level. Through enrollment in this program, struggling readers become part of a home book delivery program that provides opportunities for parents to help their child read on grade level with books and activities monthly. Wakulla County Schools has partnered with New Worlds to provide training at parent nights that support literacy activities and reading at home.

In November, each elementary school hosts a Read, Wakulla Night. As part of this event, read alouds are shared with parents highlighting opportunities to pause and ask students probing questions before, during and after the read aloud to develop reading skills.

Additionally, Wakulla County Schools participates in the annual StoryWalk sponsored by the Wakulla County Public Library. This event supports literacy throughout the county and encourages literacy at home by providing each child that participates with a free book.

8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

Describe how the district prioritizes the assignment of highly effective teachers, as identified in [s. 1012.34\(2\)\(e\), F.S.](#), from kindergarten to grade 2.

Wakulla County Schools supports effective instruction and student learning growth within kindergarten to grade 2 by providing highly effective teachers in these classrooms. Our principals currently manage this by reviewing vacancies, teacher certifications, and effectiveness when making placements, specifically focusing on these primary grades. All teachers within these grade levels are required to earn their Reading Endorsement and/or reading certification that provides students with scientifically researched and evidence based reading instruction. Additionally, Wakulla County's current evaluation system supports the quality improvement of the professional skills of instructional personnel necessary for high quality instruction in reading within these grade levels. With support from highly effective instructional coaches, teachers within these grade levels utilize instructional strategies that foster student achievement and growth. Ongoing feedback and reinforcement provide teachers within these grade levels opportunities to build a deep understanding of effective instruction and tailor instruction accordingly.

9) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
<i>HDH</i>	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
<i>HDH</i>	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
<i>HDH</i>	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
<i>HDH</i>	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
<i>HDH</i>	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.

<i>HDH</i>	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
<i>HDH</i>	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
<i>HDH</i>	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
<i>HDH</i>	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): Holly Harden	
Signature: <i>Holly Harden</i>	Date: July 6, 2026